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ABSTRACT

This guide, one of a series of Education for Parenthood manuals developed for use in Salvation Army demonstration programs, offers a course to be used by the Army's Women's Home Leagues, other women's groups, or young married couples. Subject matter focuses on changing patterns of family life, parent-child relationships, and ways to strengthen the family. Discussion topics are: (1) child growth and development, (2) discipline, (3) the family, at home and outside, and (4) dealing with stress. The course is intended for groups of 15 to 20 persons, with each class meeting for at least 1 1/2 hours and emphasizes use of community resources (speakers, leaders and materials), and group-building techniques (brainstorming and role-playing). Suggested resources include books, booklets, posters and films. (BF)

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FAMILY LIFE PROGRAM

FOR THE WOMEN'S HOME LEAGUES
OF THE SALVATION ARMY

PS 009504

LEADER'S GUIDE
EXPERIMENTAL EDITION

* *

Education for parenthood is a valid program for implementation through the various services and activities of The Salvation Army.

It is a concept that is scripturally sound. From the Ten Commandments to the writings of the Apostle Paul, the Church has been charged to teach, demonstrate, and perpetuate the ideas and methods of parental responsibility. The Salvation Army has been, and remains, in the mainstream of such teaching.

When properly implemented, the Education for Parenthood program should produce generations of spiritually and socially healthy individuals. This concept of teaching parenting is a continuation of The Army's on-going approach in all of its programs toward a goal of spiritual and social maturity.

* *

PROJECT BACKGROUND

In the Fall of 1973, The Salvation Army was one of seven national voluntary organizations awarded a contract by HEW's Office of Child Development to develop a program in Education for Parenthood. Each of the seven - Boys' Clubs of America, Boy Scouts of America, Girl Scouts of the USA, 4-H, National Federation of Settlements and Neighborhood Centers, Save the Children Federation, and The Salvation Army - reaches a different constituency and by differing methods.

The Federal government - specifically in HEW the Office of Child Development, The National Institute of Mental Health, and the Office of Education - thought it time to stem the tide of teenage parenting. Not only were the numbers rapidly rising - but also the age level was lowering. They found:

- a high divorce rate in teenage marriages
- a high incidence of unmarried teenage mothers
- a high incidence of birth defects and health complications with babies of young mothers, and the younger the mother the more critical the problem
- growing evidence that young parents tend to be more abusive and neglectful
- feeling that anybody could be a parent as long as they had a crib, formula, baby bottle and diaper

These agencies turned to the national voluntary organizations as one approach to meeting these problems. The government also made a grant to the Education Development Center of Newton, Mass., to develop a core curriculum for use at junior high school level. This curriculum, Exploring Childhood, has been the backbone of The Salvation Army's teaching material.

The Army defined its goals as helping young people understand enough about what it means to be parent, and to understand themselves well enough that they could make a conscious decision to be or not to be a parent. We also wanted to interest them in careers in the child care field.

Programs were tested, in the three-year life of the grant, in the range of Salvation Army programs and services in the four United States territories. Each of the demonstration sites developed the curriculum best suited to their needs. The content is basically the same throughout; specific programs and emphases vary. The response has been uniformly positive. Young people in the program have shown gains in behavior, in emotional stability, and in their ability to cope with their lives. The majority of those wanting summer employment found jobs on the strength of their participation in the Education for Parenthood program.

The formal demonstration period has concluded. Now The Army is in the implementation period when more extensive testing will be done, looking to build the content into the appropriate on-going programs and services.

The Salvation Army believes organizations serving comparable constituencies will find these programs useful. Comments and evaluations from such use will guide The Army in the preparation of the final reports.

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CREDITS

The course outlined in these pages was developed with the help of Dr. Florence Cherry, a staff member of the Exploring Childhood Program of the Education Development Center. The Women's Home League of The Salvation Army Southern Territory, under the leadership of Mrs. Colonel Orval Taylor, Secretary, tested the program in two centers: the Atlanta Lakewood Corps, and the League at the School for Officers' Training. Mrs. Lieutenant Donald Canning guided the Lakewood program, Mrs. Major Edward Laity the program at SFOT. Mrs. Major Ralph Miller was the Director of Women's Services for the Georgia Division. Ronald Busroe was teacher and coordinator.

This course was produced under Grant No. OCD-CB-463, as part of the Education for Parenthood Program, Lt. Colonel Edith A. MacLachlan, Project Officer.

WHY A COURSE

This Family Life Program was designed for the Women's Home League as one unit of The Salvation Army's Education for Parenthood program. It is seen as part of the continuing education program of the Leagues, specifically dealing with parent-child relationships and strengthening family life. Women's groups, not part of The Army, will also find this program helpful.

We see that family life in America is changing. The traditional picture of father working, mother at home caring for the family, relatives in the home or nearby is not universal. Still, much of our thinking is geared to this view.

We need to re-examine the questions of what is a family? What are the roles of father, mother, sister, brother, grandparent, uncle, aunt, others? What is it we want to preserve? What do we need to know that will help us with this?

This course proposes to help League members examine these questions and develop beginning answers. By looking at the family and the ways children are nourished, League members can strengthen their own families and can reach out their efforts to help strengthen family life in their communities.

In doing this, the League might consider sponsoring this program for young married couples in the Corps and in the neighborhood. This makes for a cohesive group in age range and interest. The course could move at its own best tempo as to length of time spent on each lesson and the frequency of class meetings. The Corps Officer and the League could turn to professional persons in the community as leaders.

ABOUT THE COURSE

An introductory get-acquainted session is proposed, followed by lesson plans in four subject areas:

1. How children grow and develop
2. Discipline - guiding behavior
3. The family - at home and beyond the front door
4. Dealing with stress

At a closing party session, certificates can be given to each one who completes the course.

Lessons are designed so that a Home League may use any one alone, or all of them. Each subject may be handled in one session, or several. The course could be a corps-wide program sponsored by the League.

The Appendices include support materials, explanations, and some how-to-do-its. Suggested films are included for each lesson. On pages 36-38 is an annotated list of films from which the leader may wish to select alternative or additional items.

Each member of the group should be encouraged to keep a notebook or scrapbook. It serves two purposes: as a record of the participant's experience during the course, and as a resource for future reference. Some people learn best by talking freely to themselves about their thoughts and feelings. Some learn by writing things down. This may include observations, reactions, ideas, questions, facts. It is a personal record.

The notebook serves also to collect related materials such as hand-outs from the course, clippings, magazine articles, pamphlets from other sources, etc.

Responsibility for planning and general administration should be given to one person. That person should be comfortable with the content, open in discussion, free to handle any questions or comments, and skilled in group leadership. The leader should turn to community resources for help in presenting different subjects. This brings the community and the League closer together and adds immeasurably to the

content and enjoyment.

Among the resources available in almost any community are the following: Board of Health, Board of Education, American Red Cross, The National Foundation/ March of Dimes, Planned Parenthood/World Population, colleges and universities, professionals in medicine, psychiatry, social work, libraries, a community welfare planning body.

SUGGESTIONS FOR THE LEADER

Each class should meet for at least an hour and a half so that unrushed attention can be given to thinking, discussing, and film viewing. The group should number 15 - 20 members.

Vary the teaching/learning techniques used. Participants generally learn more when they participate. Brain-storming and role-playing are good to try if you are comfortable with these. See pages 32 - 34 for how-to-do-it aids.

Try some group-building exercises even if your participants know each other. An entire session devoted to this is worth trying. And it will pay off for other League meetings. Such a session could be the time to outline what the course will cover and to make some "homework" assignments. A plan for such a session is the first unit of this course.

Draw on community resources for help. They will provide speakers, leaders, hand-out materials. You may want to consider meeting at different community services. Spend time with guest leaders so they fully understand the makeup and purpose of the class.

Use the newspapers and magazines for current events for discussion. Cartoons and comics are also useful. As one example, see page 35.

Use Salvation Army materials for resources. For devotions, use Bible stories or verses bearing on the family and child rearing. A litany, We Worship Together, could be used at each session, discussion different points each time. Give each participant a copy if you plan to use this. The text is on page 29.

The leader will want to be thoroughly familiar with all of the resource materials, particularly the teacher's guides and participants' booklets. They contain very practical, useful suggestions for guiding the group through the several program units.

Always preview a film to acquaint yourself with the content and to develop the points you want the group to watch for. You could develop and distribute a work sheet

to direct attention to specific features. The films do not provide absolute answers. Their purpose is to raise points for discussion.

A final, perhaps unnecessary reminder: Get there early. Be sure the meeting place, supplies and equipment are set up to best serve your plan for the class. Always test the equipment to be sure it works.

INTRODUCTION - A GET-ACQUAINTED SESSION

Purpose

To get participants acquainted with one another and to begin to work together in group situations.

To learn the techniques of group problem solving.

To outline the goals, plans, and content of this course.

Materials

Five 6 x 6" squares cut up (see page 10 for diagram)

Name tags

Notebooks and pencils

Coffee and cake or some other refreshments

Tables and chairs

Course outline

Participants' booklet for first session

Procedures

Coffee and cake should be available as the participants gather. Each participant should be given a name tag.

Ask the participants to introduce themselves to someone they may or may not have met before. They should:

- tell the person something about themselves
- learn something about the other person

This information will be used to introduce the participants to one another.

Example: Mrs. A will interview Miss B and Miss B will interview Mrs. A. When the session begins, Mrs. A will introduce Miss B to the group and Miss B will introduce Mrs. A to the group.

To start the session the group leader will:

- Have the participants sit around tables, five to a table

- Have the participants introduce one another to the entire group
- Give a brief explanation of what will be happening over the next few weeks in the study group
- Explain the use of the notebooks and give one to each participant along with a pencil
- Each participant may be asked to write in her notebook exactly how she feels at this moment, why she is here, etc.
- When the notebook entries are completed, each member of the group is given an envelope containing parts of a square. No envelope should contain a 6 x 6 square.

The Squares Game

The reason for playing this game: It involves all the participants in a mutual experience of both giving and receiving help.

All the participants have the resources - parts of the square - to be of help to the others. Even the most retiring, the least gifted, or most self-effacing person knows he or she has something to offer that the others need; otherwise, their goal cannot be accomplished.

On the other hand, even the most skillful, successful, powerful or wise participant must accept help from other players in order to succeed. This makes the state of needing help legitimate and universal.

Each participant has the experience of giving when help has not been asked for.

The help the participant can give is often what he or she perceives to be needed, even though it has not been asked for directly. This exercise puts the participant in the position of being one who needs help as well as gives help. This position increases the person's sensitivity to the position and feelings of the one he or she is playing. The game can only be solved cooperatively - it cannot be done alone.

Divide the participants into groups of five members each.

Begin by asking what "cooperative problem-solving" means. List on the board the behaviors required in cooperation. For example, everyone needs to believe that he or she can help. Instructions have to be clear. Players need to think of each other as well as themselves.

Each person should have an envelope containing pieces for forming squares (see page 10). At the signal, the task of each group is to form five squares of equal size. The task is not completed until everyone in the group has a perfect square, and all the squares are of the same size.

No member may speak. No member may ask for a card or in any way signal that he or she wants one. Members may give cards to others. The game may take as long as necessary to accomplish the task. It is not a race to see who finishes first. After all groups have completed their squares participants may be asked to write in their notebooks how they feel about the exercise, and how they feel about the other members of their five.

To generate discussion, the following questions may be asked:

1. How did you feel when someone held a piece and did not see the solution?
2. What was your reaction when someone finished a square and then sat back without seeing whether his or her solution prevented others from solving the problem?
3. What were your feelings if you if you finished your square and then began to realize that you would have to break it up and give away a piece?
4. How did you feel about the person who was slow to see a solution?
5. If you were that person, how did you feel?
6. How did you feel when someone gave you the part you needed to make your square?
7. Was there a climate that helped or hindered?

The exercise should be summarize by the leader.

Resource

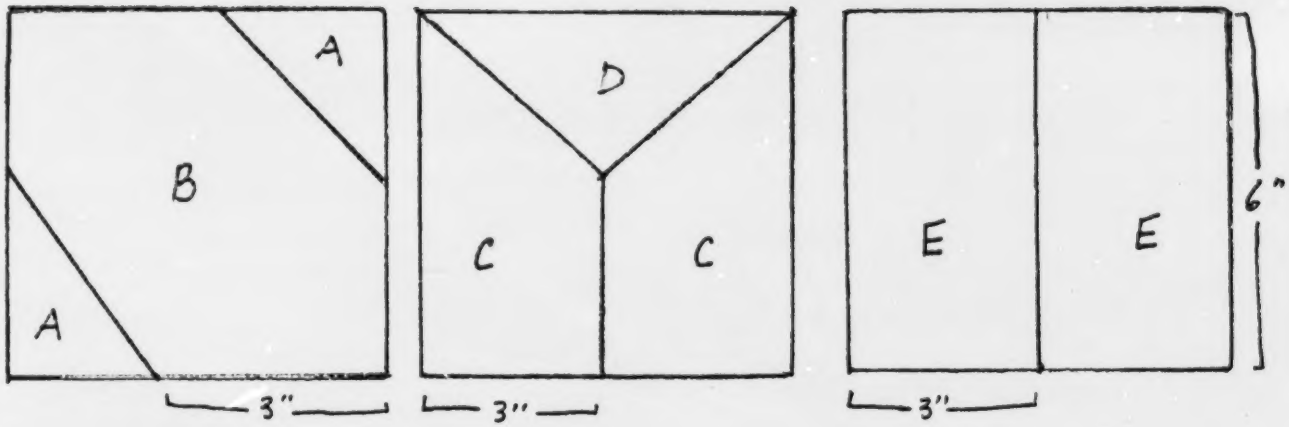
Nylen, D., Mitchell, H.R., and Stout, A. "An Experiment in Cooperation". Today's Education, VIII (October, 1969), p. 57 -

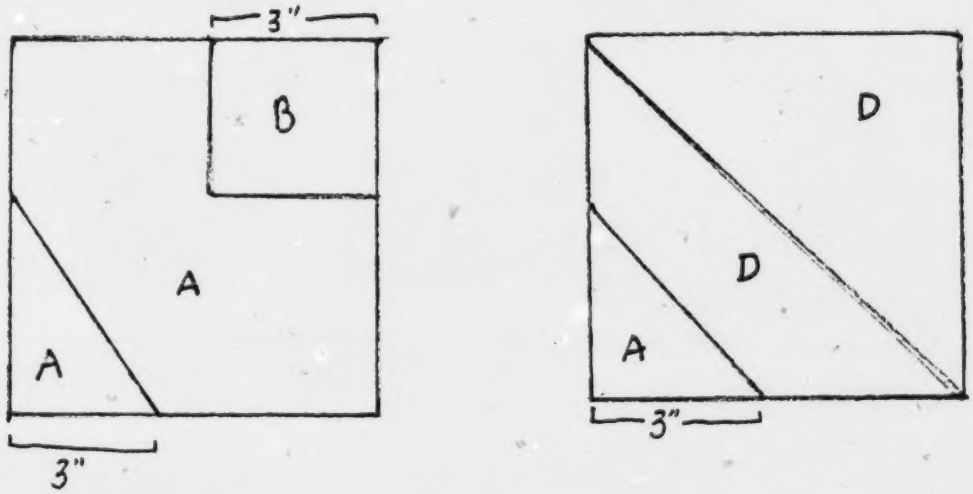
as used in Working With Children, Teacher's Guide - Education Development Center, Newton, Mass., 1973, pages 70 - 73.

An alternate exercise to the 6 x 6 squares would be to ask participants to make something interesting or useful from whatever they have in their pocketbooks.

Conclusion

Discuss plans for the course, ask commitments to attend, give out participants' booklet, Looking at Development; assign some reading in this, also the observation exercise suggested in the first lesson.





By using multiples of 3 inches, several combinations will form one or two squares. Only one combination will form five 6" x 6" squares.

HOW YOUNG CHILDREN GROW AND DEVELOP

Objectives

To learn or relearn facts about the growth and development of young children.

To look at the needs of young children as they grow and develop.

To understand that children learn in many ways, including what they are taught and what they learn without being taught.

To see that each child develops at his own speed.

Resources

Films: *"Bill and Suzi: New Parents"*
"Half a Year Apart"
"Michael's First Day"
"Little Blocks"

Poster: *Directions in Development*

Booklets: *Looking at Development*
Teacher's Guide
Participants' Booklet

To the Leader

In preparation for this class, participants should be asked to observe children or a child - their own, those of relatives, friends, neighbors, or in a group setting. Among the points to notice are the age; physical movement, dexterity; conversation as single words, phrases, sentences; whether they talk to themselves or to each other; the tone of voice used; play alone or with others. This preparation will sensitize the group to the content of the lesson.

You might ask a pediatrician or an early childhood teacher to meet with the group.

Show a Film

Select the one that most nearly fits the interests of your group:

"Bill and Suzi: New Parents - 13 minutes, black and white. Young parents bring their infant daughter for examination. They discuss with the pediatrician the baby's needs and care, their feelings about parenthood, the changes parenthood has brought to their lives. Excellent to show how the mother and father relate to each other and the shared care of the baby.

"Half a Year Apart" - 12 minutes, color. A young boy and girl play in water. Shows the different ways each plays, their interests, capacities. Good to show the needs of children and the difference six months can make in development.

"Little Blocks" - 8 minutes, color. A young teenager tries to help a shy young boy play. They have problems. Good for discussion of interrelationships between adults and children, and how to help children with this. See suggested guide to its use on pages

"Michael's First Day"- 6 minutes, black and white. A four-year-old goes to his first day at school. Shows his holding back and the way the teacher tries to help him. Good for discussion of this very important day in a child's life, his needs, fears, how he can be helped to make this a positive experience.

Discussion Points

The following points should be brought out in the discussion:

- The great variations from child to child with respect to needs, capacities, body skills, relationships with others.
- Children learn in many ways. Play is one of these. It is through play that a child gains factual information about self and the world around, and how to cope with that world. Noise can be an important part of play.
- Children have their own special way of looking at things. This is different from that of adults.

Discussion Starters

Try one or more of the following:

a. Divide the larger group into units of 3, 4 or 5 persons and assign a specific question to each group. This should be done before the film is shown. See pages 13 - 14 for suggestions for using *"Little Blocks"*.

b. Using the poster, *Directions in Development,* ask the group to chart where a child in the film is in games, relating to other children; language; daily activities as eating, sleeping, toilet training, dressing; body skills as control of body, control of arms and hands. Encourage them to do so also for the child they observed in preparation for the class. This highlights the fact that no child fits the "normal" in all ways.

c. Encourage the group to draw on their own childhood experiences, for example,

when they learned to do different things, what games they played and what they learned from them.

d. As a help to developing observation skills, distribute questionnaires to each one before showing a film. For example, questions for *"Michael's First Day"* could include: How many children are in David's group? How many are girls? To which child does the toy chipmunk belong? What did David and Michael talk about? What ages are the other children? What kinds of skills does Michael have?

Conclusion

Summarize the points made; write on blackboard or large newsprint pad. Preview briefly the next class. Give out participants' booklets, *What About Discipline?* Or give each participant a copy of the Ann Landers column. See page 25.

"Little Blocks" - Sample Workshop Guide

Procedure:

1. Before showing the film divide the large group into two smaller groups and give the following things to observe.

   Group I will observe the little boy, Rodney:

   a. How does he act toward Bobby (the older boy) when they first begin to play?

   b. At what point does he begin to withdraw from play with Bobby?

   c. What are some of the reasons he might be doing this?

   d. As the little child Rodney, how would you prefer Bobby to play with you?

   Group II will observe the teenager Bobby:

   a. What is it you wish to accomplish in your play with Rodney?

   b. What technique did you use to accomplish this?

   c. At any point did you feel the child withdrawing from play with you?

   d. Did the child's not wanting to play with you make you feel bad? In what way?

   e. Can you think of another way that you could approach this activity with Rodney?

2. Show the film.

3. After the film has been shown the leader should give the two groups time to discuss their questions, about 15 - 20 minutes. At the end of this time the two groups should come together again as a large group.

   Group II (Bobby) should begin the large group discussion dealing with questions a to e. During this discussion, Group I (Rodney) should respond to what they hear coming from Bobby, being careful to voice Rodney's point of view.

   When Group II has completed its discussion, Group I should begin answering their set of questions a to d. Group II should feel free to question the answers of Group I at any point.

4. (Optional) The answer to the last question of each group should be role played, with one member of Group I being Rodney and one member of Group II being Bobby.

   Since there are two questions, one for each group, there may be two role plays. It should be noted by the leader that these two questions do not have to be dealt with in this way. Role playing should be used only if both the leader and the participants feel comfortable with it. The question can be answered in the same way as the other questions, and the same result obtained.

5. Summarize:

   a. What did you learn about interacting with a small child?

   b. Whose point of view is most important when dealing with young children? Why?

DISCIPLINE - GUIDING BEHAVIOR

Objective

To gain understanding of the roots of behavior from the child's point of view.

To develop ideas about ways to help children gain inner control and become self-disciplined.

Resources

Films: *"Rachel at Home"*
"Girl of My Parents"

Booklets: *What About Discipline?*
Teacher's Guide
Participants' Booklet

Book: *Liberated Parents/Liberated Children*

Clipping: *"It's OK, everybody does it"* - Ann Landers column

Memo: *Why Discipline?*

To the Leader

You want to help participants see that all of behavior grows out of experience. Children absorb what goes on around them, from the actions of parents, relatives, adults, peers. Young children constantly act out their response to the world around them, testing and adjusting their behavior. You want the group to understand that discipline and punishment do not mean the same thing. Discipline is truly guiding a child in the way you want him to behave. You may want to give each participant a copy of the Ann Landers column. See page 25.

Getting Started

Ask participants to write down what they think is the worst thing a child can do. Discuss. Is it the same in all parts of the country? Has this changed in your memory? Discuss.

Ask participants to write down what was the worst thing they did as a child. How was this behavior handled by the adults - teacher, parent, other? Discuss, emphasizing what effect this handling had on their future behavior. These same questions can be turned around to describing the ideal child, and the best thing you did as a child.

Show a Film

Select the one best suited to the interests of your group.

"Rachel at Home" - 11 minutes, black and white. A white, urban, professional family. Rachel, about 5, has a baby sister. See pages 16 - 17 for suggested discussion guide. Any of the "At Home" films may be used in the same way.

"Girl of My Parents" - 8 minutes, color. A teenage girl who grew up on a kibbutz. She talks about responsibility, love, trust, marriage, home, her friends, her family, her relationship with her boyfriend. (The accent is British, so participants need to listen carefully). The girl, Hagit, is frank in her discussion about her relationships with her family and her boyfriend. See *Family and Society* - Teacher's Guide, Part Three for transcript.

Discussion Questions

Why does a child behave as he does? Why do we respond as we do? What does the child understand from our response? What messages are we putting across to the child in our discipline? Discuss alternative methods for correcting inappropriate behavior in ligh of these questions.

Is Hagit a disciplined young woman according to the culture in which she was reared? How does this culture compare with that in which you live?

Conclusion

Summarize the discussion; write on blackboard or on large newsprint pad. Preview next class. Give out copies of *Beyond the Front Door*.

"Rachel at Home" - Sample Workshop Guide

Purpose:

1. To view how members of one family interact with one another in terms of

a. the mother-father relationship

b. the parent-child relationship

2. What are the roles of the

a. mother

b. father

3. What are some of the values that the members of this family consider important and are attempting to transmit to their children?

Procedure:

It should be noted by the leader to the participants that neither these films, nor any of the others contained in the unit attempt in any way to say to the viewers: "This is the way you should be raising your child."

1. The leader should divide the participants into 5 groups prior to showing the film so that they can examine the following:

a. the role of the mother and the messages she transmits to her husband and her children

b. the role of the father and the messages he transmits to his wife and children

c. the home environment - furnishings, toys, etc.

d. Rachel and her place in the family

e. Jennifer and her place in the family

2. After the film has been shown and about 15 - 20 minutes have been allowed for each group to discuss its problem, the five smaller groups should report back their findings to the larger group. At all times during this reporting other participants should feel free to question and add on to what is said by others.

3. Summarize: What are the messages being sent by these parents to their children in terms of

a. male and female roles

b. sibling rivalry - relationships between the two children

c. sharing

d. personal hygiene

e. relationship of parent to child

f. reinforcement of good behavior/discouragement of bad behavior

The incident in which Jennifer's head gets bumped while Rachel is playing with

her might be considered a "discipline" problem or an incident which might cause "fear" on the part of Rachel in terms of how her parents will interpret the incident.

How do and would you handle the above six items? How like or unlike would your handling of these incidents be?

Note

The other "At Home" films might be handled in this manner with an additional discussion of how the other families compare to one another in terms of similarities and differences.

WHY DISCIPLINE?

Why do we need to discipline? There are three very very good reasons.

1. THE WORD OF GOD TELLS US THAT WE SHOULD DISCIPLINE OUR CHILDREN. There are seven verses in the book of Proverbs that talk about discipline and suggest how it should be done. Many people react to the strong language of the Scripture at this point. The important point to remember is that we are to discipline and that spanking is one type of discipline. But it is just one type. There are other methods which should be considered.

   Discipline is necessary and good for children just as it is for us. God disciplines us and for the good of the child we discipline him. Parents learn to bring their own will into submission to God and the child must also learn to bring his own will into submission to his parents. Some have suggested that if parents are faithful in training the child to bring his will into submission to the parents, the child will transfer that submission to Christ as he grows older. We must remember that Scripture says we are to discipline and it also tells us why.

2. WE NEED TO DISCIPLINE A CHILD TO TEACH HIM SELF CONTROL. Self control (acting correctly when parents are not around) does not just happen. It takes work on the part of both parent and child.

3. A third reason that we are to discipline has to do with the child's attitude toward authority. A CHILD MUST LEARN TO RESPECT AND RESPOND TO MANY DIFFERENT AUTHORITIES IN HIS LIFE. The first authority he will meet will be his own parents. Then he meets the public school and Sunday school teachers. He learns to work for people, to respect the laws and governing powers. Romans 13 states that we are to respect the authorities and uphold them. Again, this will not happen unless the child has learned to accept and respect authority in his own home.

Discipline and Encouragement

Quite often children who are overly disciplined or children who misbehave excessively are what we call discouraged children. When a parent disciplines his child he must also continually give encouragement to the child. Some suggest that encouragement is more important than any other aspect of child-rearing. A lack of it may be considered a basic cause for misbehavior.

A child needs continuous encouragement just as a plant needs water. Many of the child training and discipline methods used today discourage the child. In many ways - by our tone of voice and by our actions - we indicate to our children that we consider them unskilled, inept, and even inferior. For example, when a child first tries to feed himself he makes a mess of his face, his bib, his chair, his clothes, and maybe even the parent who is trying to help him. The parent says, "What a terrible mess you're making. I'm going to do it." and in so doing puts a damper on the child's attempt to learn to do something for himself. If this attitude continues on the part of the parents, the child will soon become defeated and discouraged. In effect, the parent is saying that he lacks faith in the child's ability to accomplish something at the present time.

Some parents say, "Wait until you are older." A child therefore learns to doubt his own ability and his own values. He gets to the place where he no longer tries to belong through usefulness and positive contributions. He realizes that he cannot contribute positively so he tries other methods to get what he wants. At this point he may not care what kind of attention he gets or how he achieves it. If it takes misbehaving to get noticed, he misbehaves. This is better than being ignored. A discouraged child will misbehave in order to: 1) get attention; 2) engage in a power struggle with the parents; 3) gain revenge and 4) demonstrate that he is inadequate.

Encouragement is often said to be the foundation stone of rearing children. It is a continuous process whose purpose is to give the child a sense of self-respect and a sense of accomplishment. With proper encouragement the child is less likely to become a discipline problem.

Discipline must be a learning experience for the child. Discipline is teaching! Not retaliation! Three questions have to be asked of parents:

1. Have we been disciplining too much?
2. Have we been disciplining too little?
3. Have we been too inconsistent in our discipline?

Internalized Rules and Regulations

DISCIPLINE AND TRAINING IN THE HOME SHOULD ASSIST THE CHILD TO ESTABLISH A SET OF SOUND VALUES AND PRINCIPLES THAT HE CAN USE TO CONDUCT HIS LIFE. VALUES SHOULD BE INTERNALIZED.

How to Help a Child Internalize Rules and Regulations

1. TEACH THE CHILD TO BE RESPONSIBLE FOR WHAT HE DOES. The blame cannot be placed upon others. If a child fails an exam because he didn't study for it, it isn't the teacher's fault for giving the test or asking difficult questions. If the child doesn't carry out one of the rules of the home and he has to miss his favorite television program, he is responsible for this action and not his parents.

2. THE CHILD HAS TO ACCEPT THE CONSEQUENCES FOR WHAT HE DOES. Allowing children to experience the logical and natural consequences of their actions provides an honest and real learning situation. (This does not include situations which would be dangerous or injurious to the child.) A child who continually forgets to take his lunch to school will quickly learn if he has to go without lunch one day and mother does not bring his lunch to him.

3. LET THE CHILD MAKE CHOICES. Set up situations or give instructions in which the child is able to make a choice between two or three alternatives. This allows the parent to continue to control and lets the child know that he has some voice and choice. "Mary, you can wear the brown or the green dress today. You go ahead and choose."

4. REASONS FOR RULES OR STANDARDS SHOULD BE GIVEN TO THE CHILD WHEN HE IS OLD ENOUGH TO COMPREHEND AND REASON. *But when you give the reason to the child, don't get involved in an argument. You are still the parent and simply sharing with the child "why" he is to do what you have asked. It is difficult for a child to internalize his own value system unless he does know the "why" behind rules and regulations.*

5. TEACH THE CHILD THAT, EVEN THOUGH HE DOES NOT ACCEPT ALL OF THE REASONS GIVEN TO HIM, IT IS BEST FOR HIM AND OTHERS THAT HE OBEY. *He will see the value later on. But at least let him know why he should see it.*

6. *Ask yourself,* DO MY OWN ACTIONS CONTRADICT WHAT I AM TRYING TO TEACH THE CHILD? *If you say, "John, don't ever talk to your mother in that tone of voice," ask yourself, did he learn to do that from hearing me talk to her like that? If you say, "Don't ever lie," does the child hear you bending the truth in any way?*

7. LOVE THEM WHEN YOU DISCIPLINE THEM. *The child is more open to your guidance and assistance when you sit down with him , loving him, after the discipline has been administered.*

Rules

What kind of rules should you give your children? No matter what rules you set down for your children, there are three basic principles that must be followed.

1. *A rule should be definable. If it is well defined, a child knows instantly when he has broken it. It must be so specifically presented that both the child and the parent know what is actually meant by the rule.*

2. *A rule should be reasonable. The rule should actually make the environment more comfortable for the child. When he follows the rule, he is performing a normal, necessary function. Make sure it is a rule the child is capable of following.*

3. *A rule should be enforceable. Whenever a rule is stated, a parent should anticipate that the rule may be broken. Most children like to test rules. If a parent cannot enforce a rule consistently, he cannot expect the child to follow it. How does a parent know whether or not a rule can be enforced? One suggestion is, will you know every time the child breaks the rule without depending upon other people's testimony? A parent must be able to find out easily whether a rule has been broken. (NOTE: We cannot enforce many of the guidelines we teach a child because we are not present when they are broken. This does not mean that these rules should be dropped. A parent will simply have to trust the child and do an adequate job of teaching the rule so that it can be internalized by the child.)*

Basic Principles of Discipline

1. TEACH THE CHILD TO TRUST WHAT YOU SAY. *He must learn that you are the authority. Don't ever lie to the child. Attempt to keep all promises made to the child. If they have to be broken, explain why. Let him know that you realize he is disappointed and so are you and offer a substitute activity to take place as soon as possible. With the knowledge that you care and the substitute activity the child will learn that there are some situations which one cannot control and then the sensible thing to do is make the best of them. In terms of discipline, he must learn that you know what is best for him and you set the rule because it benefits him.*

2. BE CONSISTENT. Parents must agreee to the discipline methods and rules. If a rule is broken once and the child is disciplined and then he receives no discipline the next time he breaks the rule, this is inconsistent and accomplishes very little. Both mother and father should read sufficiently and discuss discipline so they will be in agreement on the rules and methods. A child soon learns who is the easiest to sway.

3. BE PERSISTENT BUT DO NOT NAG. If you ask the child to stop hitting his sister and he does not and you ask him again and again - that is nagging. One person has defined nagging as "reminding a person to do something when we know he hasn't forgotten" and "inefficiency on our part to promote the desired behavior." Persistence means that after you have asked the child once and he doesn't mind you, when you ask him the second time, you move into action. Actions say more than verbal instruction. Move toward the child, place a hand on his shoulder, speak to him softly and directly and he will get the message. Yelling or increasing the volume does not usually help, but it does indicate that the parent is close to or has lost control. In emergencies though, for the sake of safety, you may have to yell loudly.

4. CRITICIZE THE ACT. Let the child know that you still care about and love him even though you don't care for the act that he committed. It is easy to say, "You bad, naughty, wicked child." It is necessary to separate the deed from the doer. You can say, "John, how can you be so stupid to do that? Don't you know better? You're not going to amount to a thing!" Perhaps he will not amount to anything if he hears that often enough.

5. CORRECTION MUST FIT THE CHILD. Each child is an individual and the kind of punishment or suggestions that work with one child may not work with another. One child may react to a tone of voice and another may need direct action or physical guidance. Discipline varies with age as well. It does not mean that you must have different rules for each child in the family, but each child may need some variation in the teaching process.

6. CORRECTION MUST FIT THE SITUATION. It is best if the child can learn from the natural consequences of the situation itself. The discipline should again be a teaching procedure.

7. REMEMBER TO DISCIPLINE IN LOVE.

8. SAY "DO" MORE THAN "DON'T!" Emphasize the positive. Deemphasize the negative. One father said that when he was rearing his three girls he did not criticize them. When they did something wrong he simply asked them, "What happened?" and then, "What else could you have done?" Thus he pointed them to alternatives that they could have chosen and can choose next time. Too many times children hear the negative and criticism far more than the positive. Even when they succeed they fail to hear their behavior reinforced by praise. This is unfortunate. Here are negative words and phrases that tend to discourage children:

"No, wait. You are too little. You'll break that."

"Let me finish that for you. You are too slow."

"What a mess you always make."

"Can't you do anything right?"

There are words and phrases that can help and encourage a child. Most of these are positive. For example, if a child makes a mistake or fails to accomplish something you can say, "Too bad that didn't work out for you" or, "I'm sorry it didn't work out for you." Avoid words that indicate you consider him a failure. When a child finally does a task that he has been working on for a long time, say, "John, that's great. Keep up the good work," not "Well, I see you finally did it, slowpoke!"

Here are some other ways to reinforce correct behavior:

Mother to daughter: "You certainly colored nicely within the lines on that picture. I like to see that kind of neat work."

Father to son: "I appreciate the way in which you have cleaned your room this past week, son. It looks very fine. You're certainly growing up, aren't you?"

Parents, remember, encouragement and praise are more beneficial than criticism and negative comments. Dr. R. Dreikurs says, "When we pay constant attention to mistakes we discourage our children. WE CANNOT BUILD ON WEAKNESS - ONLY ON STRENGTH." Perhaps these two thoughts can assist us.

WHAT ABOUT SPANKING? Here are several principles to follow:

1. Use a warning look first.

2. Use a verbal comment next.

3. If you spank:

   a. be in control of your temper
   b. use it as an emergency measure
   c. use it only for more serious infractions
   d. Your hand is not always the best weapon. Besides, it could hurt you as much as the child. A speaker once relfected, "Hands are for loving. Reserve them for that purpose, and spank with an object." A light board or switch that sounds worse than it hurts may be more effective.
   e. Don't spank on the installment plan. A slight pat may just provoke further disobedience. Some parents spank lightly, then a little harder, harder yet, and on and on until the child behaves. If you spank, make it hard and effective right from the first.

THE FAMILY - AT HOME AND BEYOND THE FRONT DOOR

Objective

To look at how children learn at home with their families, and what happens to them as they go into the larger society.

To understand better how our institutions influence child rearing.

Resources

Films: *"Rachel at School"*

Booklets: *Family and Society: Part One*
" " *Part Two - Beyond the Front Door*
" " *Part Three - Children in Society*
Teacher's Guides
Beyond the Front Door
Participants' Booklet

Poster: *We Are A Family*

Litany: *We Worship Together*

To the Leader

The focus here is to help participants see how children's behavior is encouraged or discouraged by everyday living of the family; to see how children absorb values from this; to understand that children are affected by their actions and words.

When the child goes out into the larger society, he takes this action pattern and value system with him. How much he will be changed or influenced by the larger society and the direction of changes depends on how firmly the family values have been established. For example, when children go out into the community they may encounter differences with respect to family customs, foods, race, religion, attitudes. Your group will want to look at how the schools, libraries, health services, employment patterns, and other ocmmunity services affect or could affect their child rearing practices.

Getting Started

For devotions, read together the Litany, *We Worship Together*. See page 29.

Using the poster, *We Are A Family* ask participants to find among the many pictures the ideal family. Ask them to say why they chose the one(s) they did. Composition? Facial expressions? Economic status? Ethnic identity? How does their ideal differ from their own family when they were children?

Another exercise is to ask the participants to put down on the center of a sheet of paper a small circle. This represents the child in the womb. Write "me". The question to answer is: What, if any, behavior, attitudes, interactions, experiences, did you have here?

Next ask each one to draw a larger circle around this small one. Write "my first six years". Then write in the names of those persons who were most important to you in your first six years.

Next ask each one to draw a larger circle around these two. Write "my adolescent years". Then put down the names of the persons most important to you during those years.

Suggest that the rest of the page be used for the names of those important to you since adolescence.

The purpose of this exercise is to help participants see the expanding and changing influences on their own lives and those on the lives of children. It is a videotape replay of their own growing-up experiences.

Show a Film

Select the one best suited to the direction your group has taken. If you used an "At Home" film, you may want to see the same child in an "At School" film.

"Rachel at School"- 11 minutes, black and white. Rachel and two friends disagree over who is to be included in their small group.

Discussion

How effective is the school in carrying out the parents' goals? Is this the task of the school?

What roles do schools play in determining a child's future career, economic and social status?

How do they affect a child's self-image?

What messages about behavior and attitudes do schools and other children send to a child? How is the child affected by these?

How do the messages of school and family complement or conflict with each other?

These same questions apply with respect to churches, libraries, health services and other community institutions.

For example, what information should be gathered, by whom, and how is it used? What records should the family keep?

Conclusion

Summarize points made, writing them on a blackboard, or large newsprint pad. Give out booklet *Under Stress: Keeping Children Safe.*

WE WORSHIP TOGETHER

Leader: *Loving God, you have made us members of your family, and have also set us in human families. We name now in silence all those whom we have counted as family.....For parents, brothers, sisters, and all the wider family whose love sustained us in childhood,*

People: *We give you thanks.*

Leader: *For the joy of love freely given, and for the daily encouragement of those who know us best,*

People: *We give you thanks.*

Leader: *For the fresh perceptions of children, and for the seasoned judgment of age,*

People: *We give you thanks.*

Leader: *When preoccupation, complacence, or prejudice makes us deaf to the needs of other family members,*

People: *Prod us to listen.*

Leader: *When in love our parents or our children challenge or criticize us,*

People: *Keep us from self-righteousness, but open our minds to their concern.*

Leader: *When we are tired and anxious with the care of the old, the ill, or the handicapped in our family,*

People: *Renew our patience and our hope.*

Leader: *When bitter words, disappointed hopes, or indifference threaten family ties,*

People: *Help us to forgive hurts and to build relationships anew.*

Leader: *When our family life is changed by adversity, by illness, by the adulthood of children, by retirement,*

People: *Make us confident, knowing that love and trust need not change.*

Leader: *When we feel alone, separated from those we call family by death, distance, or estrangement,*

People: *Comfort us with your presence, and show us new channels for love.*

O God, you love us more wisely, nurture us more faithfully, than any mother or father could. Through our families, and through the community of faith, teach us to live as your children, through Jesus Christ your son.

Amen.

DEALING WITH STRESS

Objective

To recognize the causes of stress and to learn ways to deal with it.

Resources

Films: *"Broken Eggs"*
"Fragile - Handle With Care"
"War of the Eggs"
"Cipher in the Snow"

Booklets: *Under Stress: Keeping Children Safe*
Teacher's Guide
Participants' Booklet

Book: *Liberated Parents/Liberated Children*

Community: Public agency identified by law as the one responsible for handling child abuse and neglect matters. This will be part of either the health or the welfare department. Each state is required to have this service.

Parents Anonymous, local chapter

To the Leader

What happens to the family when life does not go as planned? Children may be physically or emotionally abused when parents feel that their children are a burden, are more than they can cope with.

There is no one answer as to why people beat or otherwise abuse their children. When parents are under stress, unhappy, pressured with unmet needs, their ability to protect and rear their children is affected. It is important for parents to know when pressures are mounting beyond their ability to deal with them, and to have supports available to help them over the bad times.

Parents should correct improper behavior. How else will the child learn what is appropriate and what is expected? The correction method, however, must be one that will have the hoped-for result.

This area of child rearing is a very sensitive one. People's feelings about what they can and cannot do to their children are very strong. Generally these feelings

are the result of their own upbringing. The leader must be sensitive to all of this so that the group gains understanding, not guilt.

Show a Film

Select the film that best fits the needs of your group.

"Broken Eggs" - 10 minutes, color. A classroom setting where a teacher's prized collection of rare eggs is broken by a student.

"War of the Eggs" - 10 minutes, color. Set in a hospital where the warring parents and the doctor discuss the injuries of their child;centers on the relationships between the husband and wife and their differing value systems.

"Fragile - Handle With Care" - 20 minutes, color. Three well-presented cases of child abuse.

"Cipher in the Snow" - 24 minutes, color. An emotionally abused boy whom nobody really saw.

Discussion of Films

What led up to the situation? Who tried to help? Did they do the right thing? If you knew of such a situation, would you go for help? Where? Why? What can the Home League do about such situations?

Other Questions

Ask the group members to write down answers to the following questions. The questions should be given one at a time, followed by a brief discussion of volunteered replies. The purpose is to start a trend of thinking rather than to develop definitions.

1. What makes you feel pressured, worried, frustrated, angry? And what effect do these feelings have on how you act?
2. What leads to feelings of stress within your family?
3. How might past experiences contribute to a person's feelings of stress?
4. How might the larger society contribute to a person's feelings of stress?

Conclusion

Summarize the points made; write on blackboard or on large newsprint pad.

Gather up the participants' booklets, unless you plan for each person to keep theirs.

Plan for your final party session. 36

APPENDICES

GROUP BUILDING TECHNIQUES

Group building techniques help participants understand that they accomplish more when they work as a team. Each member must cooperate, giving of self and materials for the best results. A group's ability to solve problems improves when they work as a group.

Generally the large group should be divided into four or five member teams for specific assignments. These teams should be split up and reassigned from time to time so that each participant has the opportunity to work with every other participant.

Throughout the course, the group will want to use different techniques for problem solving, for finding factual information, and for reaching conclusions. The technique should be the one the leader is most comfortable with.

Brainstorming

Brainstorming is a tool for generating ideas and getting them out as quickly as possible, so they can be used as resources in whatever work the group is doing. The one rule which must be followed is that no response for or against any idea may be made until everyone has put forth their ideas.

Why Brainstorm

1. When the group wants to consider as many ideas as possible. For example, the group might want to try to list all the possible reasons why a child hit another child.

2. When the group wants to consider many possible ways of responding to a problem or situation. For example, the group might want to list many ideas about how to act when a child won't share toys.

3. When the group wants to view a situation from as many points of view as possible. The range and diversity of reactions to any situation in an area as value-laden as child care may be surprising to the group.

4. When the group wants to find new ways of working with children. For example, the group might want to find a new way of presenting an activity to children.

Role Playing

In role playing we take the role of someone in a situation and act it out as if it were really happening. It is not the same as acting, because the roletaker does not try to take on another personality. Rather, the roletaker is put in a situation, and fills the role called for according to his or her own feelings, perceptions and inclinations, and according to whatever behavior clues the role briefing contains.

When role playing for the first time, choose an episode that requires only two roletakers, and have the rest of the class observe. Too many roles blur the focus of the interaction. Even after role playing exercises have become familiar, it is important to use as few roles as possible.

Types of Role Playing

Role playing can be just a simple demonstration. For example, "Show us how Jimmy acted when you came in. You be Jimmy and choose someone to play your role and come into the room." Or, it can involve imagining oneself in the role of another person: "As you watch this movie, imagine you are the youngest child in the family and see how it feels to have brothers and sisters who treat you the way they do." Role playing can also be done in groups of three or four people.

Why Role Play

1. To put yourself in another person's situation in order to try to understand the thoughts and feelings that situation evokes.
2. To try new ways of behaving to see a) if they bring the results you intend, and b) how they feel.
3. To learn how others react to various attitudes and behaviors in a practice situation.
4. To see (and later discuss) an interaction from several points of view.

When to Role Play

1. To reproduce for others an event they haven't seen. To clarify and dramatize an episode, and give the group a common experience and frame of reference from which to talk.

2. To act out in advance what a future experience might be like. This anticipatory role playing is often used with children who will be doing something for the first time, such as going to the dentist. It is a way to dispel fears, give security, and inform them about what will happen and what will be expected of them.

3. To see whether instructions are clear. For example, the leader might say to two participants, "I would like one of you to be the child, and one to be the caregiver. Play this game I've just been describing, so I can see if my directions to you were clear."

Choosing the Roletakers

Keep the assignment voluntary.

Be sensitive about not putting a person having a particular kind of problem in a role where he or she must deal with that problem. Don't cast the bully in a bully role. He'll learn by watching someone else take that role and his difficulty won't be exposed and identified publicly as belonging to him.

Sometimes ask the first roletaker to pick the other roletaker.

Briefing for the Roletakers

Briefings can be done publicly or privately. If the purpose of the role play is to point out the advisability of guessing why a child is acting a particular way before intervening, it might be good to brief the "child" and the "caregiver" separately and privately. This adds reality to the role play, as people in real life often don't know the reasons for other people's actions.

Private briefings can also be written. The advantage is that the roletaker can refer to it during the role play.

Observer Assignments

Different people should be assigned to observe each role. The leader may also want to ask some observers to note what takes place in the interaction - that is, to observe the situation as a whole, without taking either roletaker's point of view.

If it gets off to a bad start

If the roletakers have not understood the situation - if they are obviously unclear about what incident they are supposed to be portraying - the leader should cut the action, clarify the issue, and have them start again.

NOTE: Page 35 of the original document is a copyrighted cartoon and is not available for reproduction. The cartoon,"Ching Chow," was printed Oct. 14, 1975.

THE DILEMMA OF DISCIPLINE

Agree	Disagree	Statement	Discussion
_____	_____	1. Letting children experience the consequences of their actions is an effective means of discipline.	
_____	_____	2. The father in the home actually has more influence upon the children than the mother.	
_____	_____	3. Parents will never have a clear-cut approach to the discipline of their children until they accept spankings as God's appointed means of discipline.	
_____	_____	4. Children should be allowed to verbalize or express the bad feelings that they have inside of themselves.	
_____	_____	5. Parents should demand that their teenagers obey them.	
_____	_____	6. Children will learn to take responsibility when they are ready to do so.	
_____	_____	7. Spanking is not the most effective method of discipline.	
_____	_____	8. An effective means of discipline or training is to reward the child with money for doing the right thing or exhibiting correct behavior.	
_____	_____	9. Children should be given the reason for having certain rules.	
_____	_____	10. Discipline is the same as punishment.	
_____	_____	11. A husband and wife should never disagree with or contradict their partner's method or type of discipline in front of the children.	
_____	_____	12. Proverbs 22:6 - "Train up a child in the way he should go. Even when he is old he will not depart from it," (NASB) means that no matter what happens eventually a person will return to the Lord if he was taught about Him when he was young.	
_____	_____	13. It is unrealistic to think that you can reject the child's behavior but still accept the child.	

Page 25 of the original document is copyrighted and therefore, not available for reproduction. The article, "It's OK, Everybody Does It," by Ann Landers appeared in the Daily News, July 15, 1976, p. 61.

RESOURCE MATERIALS

The items listed here have been used in one or more of the programs taking part in the tests. Additional information about buying, renting or borrowing can be obtained by writing to the Territorial Secretary for Program, The Salvation Army.

Books

Liberated Parents/Liberated Children by Adele Faber and Elaine Mazlish. Paperback, Avon, 1974. 959 Eighth Avenue, New York, NY 10019

Available in bookstores at $1.75 or from Avon at $1.05 in quantities of 25 or more. An excellent, easy to read and understand book of practical helps to family living. Selected by the Book of the Month Club. Winner of Christopher Award. A discussion guide, prepared as part of The Salvation Army's Education for Parenthood program, is available from WCSSD at 120 West 14th Street, New York, NY 10011

Booklets

From Education Development Center, 55 Chapel Street, Newton, MA 02160:

Looking at Development
Teacher's Guide - $1.90
Participants' Booklet - .75

What About Discipline? - 2.20

Family and Society: Part One
Teacher's Guide - 5.50
Family and Society: Part Two - Beyond the Front Door
Teacher's Guide - 5.50
Family and Society: Part Three - Children in Society
Teacher's Guide - 5.50
Beyond the Front Door
Participants' Booklet - 1.80

Posters

From Education Development Center:

Directions in Development - 4.75

We Are A Family - 4.75

Films

From Education Development Center:

Suitable for HOW YOUNG CHILDREN GROW AND DEVELOP

"Gabriel is Two Days Old" - 15 minutes, black and white. In this a pediatrician examines the baby and discusses with the mother his needs, abilities, and such, also her reactions to motherhood.

"Painting Time" - 7 minutes, color. A four-year-old tries his hand at painting. Good for discussion of how a child learns by doing.

"All in the Game" - 22 minutes, color. Shows children at play. Discusses the role of play in the physical, emotional intellectual, social growth of children.

"Bill and Suzi: New Parents" - 13 minutes, black and white. Young parents bring their infant daughter for examination, discussing with the pediatrician the baby's needs and their feelings about parenthood. (See page 11.)

Suitable for DISCIPLINE - GUIDING BEHAVIOR

"Rachel at Home" - 11 minutes, black and white. Rachel, 5, and a baby sister. (See page 16.)

"Craig at Home" - 13 minutes, black and white. The youngest of four children in a suburban black family. The father is a school principal.

"Howie at Home" - 13 minutes, black and white. He lives with his family, black working class, in a small northeastern city. There is one older sister.

"Oscar at Home" - 10 minutes, black and white. A working class, Mexican-American family living in Texas. He is the fourth of six children.

"Girl of My Parents" - 8 minutes, color. A teenage girl who grew up on a kibbutz speaks frankly about her boyfriend, her family, love and marriage. The transcript of this film is on pages 26 - 28 of *Family and Society*, Teacher's Guide, Part Three.

"Young Children on the Kibbutz" - 25 minutes, black and white. Explores child-rearing practices on an Israeli kibbutz. They share work and resources. The children live, sleep and eat in a Children's House, spending late afternoons with their families. This shows how a group of people have elected to raise their children. The discussion could center on what aspects of this child-rearing method appeals to them, what does not, and why.

Films (cont.) from Education Development Center:

Suitable for THE FAMILY - AT HOME AND BEYOND THE FRONT DOOR

"Rachel at School" - 11 minutes, black and white. Rachel and two friends disagree. (See page 27.)

"Howie at School" - 7 minutes, black and white. He is on the playground, moving from group to group, helping others, taking part in many activities. He learns through these and through games.

"Oscar at School" - 6 minutes, black and white. In class and on the playground. His teacher is a strong, directive, Mexican-American speaking both English and Spanish.

"Around the Way With Kareema" - 18 minutes, color. A four-year-old member of a large, urban black family during a weekend of activities at home and in the neighborhood. It is a close family, with each child having a role in caring for the younger ones. She learns values, meets people outside the family, and builds friendships. Requires careful listening.

Suitable for DEALING WITH STRESS

"Broken Eggs" - 10 minutes, color. An unhappy incident in a pre-school when the children defy the authority of the teacher and crush some special eggs. Poses how to handle reactions, what to do with anger.

"Teacher, Lester Bit Me" - 9 minutes, color (animated). Set in a day care center, with everything going wrong; noise, confusion, pressures. Amusing - makes its points.

From sources other than Education Development Center:

"War of the Eggs" - 10 minutes, color or B/W. Set in a hospital where the parents and a doctor discuss the child's injuries. Centers on marital conflicts. Order from Association/Sterling Films, 600 Grand Avenue, Ridgefield, NJ 07657.

"Children in Peril" - 22 minutes, color. Documentary about child abuse in the U. S. Borrow from your regional office of HEW.

"Fragile-Handle With Care" - 20 minutes, color. Three cases of child abuse. Borrow from The Independent Order of Foresters, 100 Border Avenue, Suite B, Solana Beach, CA 92075.

"Cipher in the Snow" - 24 minutes, color. A young boy dies unexpectedly. A look at his history shows an emotionally abused boy that no one had really paid attention to. Order from Brigham Young University, Media Marketing W-STAD, Provo, Utah 84602.